

COURSE TITLE:	THE HEALTHY BODY	
NO. OF CREDITS:	5 GIS 150 WORK HOURS	
INSTRUCTORS:	Debbie Burns	Cindy Beatty
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SYLLABUS DATE:	March 19, 1998	

COURSE DESCRIPTION:

Keeping healthy should be a life-long goal. It is time to help us teach children how to become healthy and how to stay that way. This course will cover many areas in health curriculums for K-3rd grades including identification of internal and external body parts as well as the importance of individual body parts. This course will reinforce the importance of good nutrition, exercise, proper hygiene, dental care, the food pyramid, and a healthful diet. Students will develop process skills as they actively investigate concepts and evaluate the results of their investigations. They will develop critical thinking skills and scientific reasoning skills as they respond to thought-provoking questions that conclude every activity and lesson or investigation. **The major themes found in this course are: The Body, Dental Health, Nutrition, The Five Senses, and Staying Healthy (including "Say No To Drugs").** Teachers will focus on techniques to help them integrate the above themes throughout their curriculum. You will receive an abundance of materials. This class is suggested for K-3rd grade teachers. The materials fee will be \$40.00. Materials will include the resource book, **The Healthy You**, charts, a collection of healthy poems, healthy centers, individual student books, a video, and much more.

LEARNING OUTCOMES:

As a result of taking this course, participants will learn:

1. To introduce the health themes: The Body, Dental Hygiene, Nutrition, and Staying Healthy.
2. How to use rotational health stations as part of a health curriculum.
3. Organization and storage techniques to help you locate your material.
4. How to integrate health themes across your curriculum.
5. How to construct useful book and center activities for health.
6. How to fit everything into a day in the classroom.
7. How to use graphs, tables, diagrams, and information presentations for each of the 5 health themes.
8. How to manipulate data (either collected by self or by others) in order to make meaningful information, and then find patterns in that information that lead to making inferences, predictions, and hypotheses.
9. How to create health vocabulary charts for each theme.
10. How to make a baseline assessment for each theme.
11. Where to find all the great children's literature that is centered around the subject of health.

ASSIGNMENT CHECKLIST:

This checklist should be helpful to you for the completion of the class: THE HEALTHY BODY. You will have an entire year to complete this class, but I believe many of you will be able to finish sooner. Send all assignments to Debbie Burns at the above address.

- A. INFORMATION ACQUISITION: Check off assignments as you complete them.
 1. _____ View video.
 2. _____ View resource packets.
 3. _____ Summary paper.
- B. LEARNING APPLICATION: Check off assignments as you complete them. Refer to the video or resource book for examples of the following assignments. Submit brief descriptions or photos of the following assignments: 4, 6, 7, 8, 9, 10, 12, and 13.
 4. _____ Construct 1 graph for each theme.
 5. _____ Organize a bibliography for each theme.

6. _____ Construct a pre-assessment board for each theme.
 7. _____ Organize an activity for each of the following centers: writing, art, science/math, skills and listening. (a set of activities for each theme)
 8. _____ Construct song and poetry charts for each theme.
 9. _____ Vocabulary Charts
 10. _____ Book Covers
 11. _____ 4-day lesson plan for writing (using health related books)
 12. _____ Body Fact Cards.
 13. _____ Games for Health
- 500 LEVEL
14. _____ Do both assignments in the syllabus under 500 level assignment.

C. SELF-REFLECTION AND INTEGRATION

The following assignment is to encourage you to evaluate your teaching styles.

15. _____ Write a 2-3 page Integration Paper which follows the guidelines under self-reflection and integration in this syllabus.

NOTES: You may work collaboratively and submit joint assignments on all but the Self-Reflection and Integration Paper portions which must be individually authored and submitted. Alternatives to written assignments such as video, audio tape, photo collage, collection of products, letter to editor, brochure and WEB pages may be submitted, provided you have prior approval from your instructor.

SELF-REFLECTION AND INTEGRATION

To encourage you to become more aware of your strengths and weaknesses, your learning mode, and how you can optimize your learning in the future.

1. Submit a 2-3 page paper in which you reflect on your learning experience in the following five ways:
 - a) Compare what you actually learned vs. your expectation for taking the course.
 - b) Explain what aspects of this course were most helpful and why.
 - c) Discuss what you would do differently if you were to take another, similar course.
 - d) Describe how and when you will use what you have learned.
 - e) Describe the strengths and weaknesses of your instructors, materials, and instructions you were provided.

HEADING REQUIRED FOR ALL ASSIGNMENTS:

A heading is to appear on page one of all assignments for credit. Use the following format:

NAME	COURSE NUMBER
DATE	COURSE NAME
	INSTRUCTOR NAME

INSTRUCTOR EVALUATION OF WORK:

Please include a self-addressed, stamped envelope if you would like to receive the instructor's comments on your assignments..

REQUIRED READING:

Required reading consists of:

1. All resource packets
2. **The Healthy Body** by Debbie Burns and Cindy Beatty
3. Games To Learn With

MATERIALS FEE:

\$40.00 materials fee payable to Debbie Burns covering the cost of the video, postage, charts, and resource books.

QUALIFICATION FOR TEACHING THIS COURSE:

Debbie and Cindy have some thirty-five years of elementary teaching experience between them. This experienced team believes that the classroom should be a stimulating and enriching environment where each child is viewed as a unique individual. Each class they offer is filled with innovative concepts, a wealth of printed materials, and many child-centered activities. Learning can be fun and they show you how.

COURSE REQUIREMENTS FOR CREDIT:

The following are general course requirements weighted for determining the granting of university credit. Antioch University requires 75% or better to issue credit.

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| 1. | Completion of Information Acquisition assignments | 30% |
| 2. | Completion of Learning Application assignments | 40% |
| 3. | Completion of Self-Reflection and Integration Assignments | 30% |

ASSIGNMENTS – 400 LEVEL

After registering, each student should mail the attached Order Form and Credit Report to the instructor. Read and follow the attached Assignment Checklist.

A. INFORMATION ACQUISITION: In order to expand your knowledge in the subject area:

1. View the video.
2. View all the resource packets.
3. Review the above. Write a 2-3 page paper summarizing:
 - A) Your key learning from the materials previewed
 - B) An overall strategy of how you could incorporate the materials into your classroom teaching.

B. LEARNING APPLICATION:

The major focus of the course is incorporating your learning experience into the classroom.

1. Construct 1 graph for each theme.
2. Organize a bibliography for each theme.
3. Construct a pre-assessment board for each theme.
4. Organize an activity for each of the following centers: writing, art, science/math, skills, and listening for each of the 5 themes.
5. Construct song charts, and poetry charts for your health curriculum (included in your resource packet).
6. Construct vocabulary charts for each theme.
7. Construct one book cover for all 5 themes. (Included in your resource packet)
8. Integrate writing by organizing a 4-day lesson plan with book projects included for all 5 themes.
9. Construct body fact cards—heart, mouth, muscles, bones, and brain.
10. Design a fact game for your health curriculum.

ASSIGNMENT – 500 LEVEL

In addition to the 400 level assignments, complete the following assignments;

1. Read a specific book dealing with a health curriculum for an elementary classroom, and write a 2-3 page summary.
2. Write a 2-3 page summary of your present health curriculum, and note changes you would like to see to improve learning for your students.

Bibliography

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